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VOCATIONAL AGRICULTURE IN TRANSITION FOR OCCUPATIONAL EDUCATION.

MONTANA STATE UNIV., BOZEMAN, DEPT. OF AGR. EDUC.

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DESCRIPTORS- FARM OCCUPATIONS, *VOCATIONAL AGRICULTURE, *OFF FARM AGRICULTURAL OCCUPATIONS, *COOPERATIVE EDUCATION, EDUCATIONAL CHANGE, *PROGRAM PLANNING, EDUCATIONAL OBJECTIVES, EDUCATIONAL POLICY, PROGRAM GUIDES, SMALL SCHOOLS, HIGH SCHOOLS, PROGRAM PLANNING, CURRICULUM,

A GRADUATE CLASS OF VOCATIONAL AGRICULTURE TEACHERS PREPARED THIS PUBLICATION DEALING WITH NEEDED CURRICULUM CHANGES IN VOCATIONAL AGRICULTURE, PARTICULARLY IN THE SMALL HIGH SCHOOL OF 100 TO 300 STUDENTS. PART I, ON OCCUPATIONAL EDUCATION FOR BOTH FARMING AND OFF-FARM AGRICULTURAL OCCUPATIONS, COVERS OBJECTIVES, CAREERS, EMPHASIS, CURRICULUM CHANGE, PROGRAM TRANSITION, ESSENTIAL CURRICULUM ELEMENTS, RESOURCE MATERIALS, TEACHER CERTIFICATION, FACILITIES, COORDINATION, STUDENTS, LEGAL REQUIREMENTS, TRAINING AGREEMENTS, CONSULTING COMMITTEES, AND RESPONSIBILITIES. COURSE OF STUDY MODIFICATION PATTERNS ARE ILLUSTRATED, AND A GLOSSARY OF TERMS IS INCLUDED. PART II CONCERNS PLANNING AND CONDUCTING COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAMS AND INCLUDES SECTIONS ON INITIATION, COORDINATION, STUDENT SELECTION, TRAINING STATIONS, TRAINING PLANS, LEGAL REQUIREMENTS, RECORDS, INTERAGENCY COOPERATION, POLICIES, AND CONSULTING COMMITTEES. INCLUDED ALSO ARE FORMS SUCH AS ENROLLMENT APPLICATIONS, STUDENT INFORMATION RECORDS, EVALUATION CHECK SHEETS, TRAINING STATION AGREEMENTS, STUDENT-LEARNER CERTIFICATE APPLICATIONS, EXPERIENCE RECORDS, AND VISITATION RECORDS. REFERENCES ARE LISTED. (JM)

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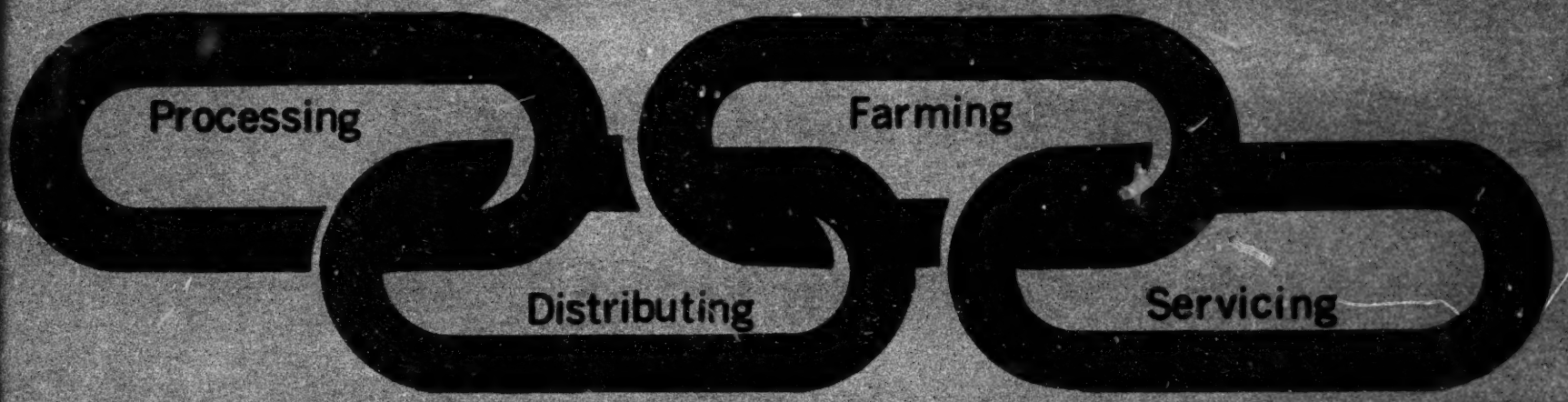

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Vocational Agriculture In Transition for Occupational Education

PART I

EMPHASIS ON OCCUPATIONAL EDUCATION

Prepared by
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Montana State University
Bozeman, Montana

PREFACE-PART I

This publication deals with curriculum change and planning in Vocational Agriculture. Vocational Agriculture needs to shed its image of training for farming to in farming and related occupations. The emphasis here is on Helping the local teacher, school, and community in making this change. This publication is directed largely to the small high school of 100 to 300 students.

This publication is a rumination of many outstanding related publications and the help of expert resource persons as Teacher Educators, Supervisors and teachers of Vocational Agriculture.

This publication is in the two Major parts--namely:

PART I--EVOLUTION OF VOCATIONAL AGRICULTURE COURSES TO TRAIN FOR BOTH FARMING AND OFF-FARM AGRICULTURAL EMPLOYMENT.

PART II--ESTABLISHING COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAMS.

Many states have produced excellent course materials for (1) training in off-farm occupations on a 11th or 12th or post-high school level. This publication deals not with course materials which are needed and are fast becoming available.

Courses of study are also available in such basic subject units as plant, soils, and animal science; mechanics and agriculture business and units on related careers and leadership and human relations.

The emphasis here is on changes needed in the existing high school Vocational Agriculture Curriculum grades 9 to 12 to include emphasis on agricultural occupational training. Major emphasis here is on adjusting the present program in the small high school to meet developing student

needs for occupational competencies. Hopefully, may the reader embrace this prime purpose. The second part of the publication elaborates on Educational Work Experience Programs. This publication is a contribution of the Montana State University Summer School Graduate Class for teachers of Agriculture in the subject area of Planning for Farm and off-farm Occupational Training.

A special resource teacher for the class was Dr. Norman Hoover of Pennsylvania State University. Dr. Hoover is author of Handbook of Agricultural Occupations. Class members included Leonard Enander of Ryder, North Dakota, Don Eklund of Hettinger, North Dakota, Irvin Bares of Elgin, North Dakota, Fay Thompson of Powell, Wyoming, and Montana Teachers: James Armstrong of Wibaux, Clark Cleveland of Hinsdale, John Hashley of Big Sandy, Dennis McOmber of Malta, David Melin of Missoula, John Nauck of Choteau, Wes Budke of Glasgow, Dean Robertson of Malta, Mike Cavey of Joliet and students from Karachi, Pakistan: Afsar Husain Qazilbash and Sajjad Haider. This is a publication of the Agricultural Education Department of Montana State University. Dean Robertson was the major bulletin Editor.

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INTRODUCTION

An evolution and revolution is taking place in Vocational Agriculture as well as agriculture.

The shift in agriculture has been to a build up in off-farm businesses and occupations and professions. These businesses and occupations are sharing a major role in the production of farm crops and livestock. Probably as many or more people are currently employed in agriculture, including related businesses, occupations and professions as were included in farming and ranching at any time in the history of the United States.

Too much emphases has been directed to the lessening number of farmers and ranchers. National figures are often quoted and state or local statistics ignored. While the national portion of the population in farming and ranching may be 7 to 8 percent, in a state it could be 15 percent and 30 percent or more in a county or local community.

Emphasis here is on what a local program in Agriculture Education can do for high school youth and adults in providing 1) knowledge of agriculture, 2) mechanics and 3) in personal development.

Vocational agriculture is no longer a course but a PROGRAM. The program may include a variety of courses. Vocational Agriculture Departments are generally found in rural schools. They can provide much of the vocational occupational education that a small school can provide.

This publication is devoted to the evolution taking place in vocational Agriculture Education. Much is possible and is well on the road. The leadership in vocational agriculture should be congratulated on their vast contributions of materials and guidance to numerous local school pilot occupational programs related to agriculture.

OBJECTIVES AND EVALUATION

Educational Objectives in Agricultural Education should reflect 1) course content and 2) the course units. It has been traditional in high schools to offer Agriculture I, Agriculture II, Agriculture III, and Agriculture IV. New course names might reflect course content such as plant and soils, or anmal science or farm building and equipment construction, or gas engines or electricity and motors or metal fusion..

Professional persons in Vocational Agriculture have been very diligent in preparing statements of objectives. The U. S. Office of Education has contributed to this effort since 1931. Objectives for Vocational and Technical Education in Agriculture, OE 81011 Bulletin 1966 No. 4 a 1965 publication of the U. S. Office of Education is a joint effort with the American Vocational Association. The title emphasizes Technical Education in Agriculture. Four major content areas emphasized are 1) Production, 2) Processing, 3) Distribution, and 4) Service. This bulletin on objectives is designed to help school administrators, supervisors, teacher educators, teachers and interested lay people in developing effective newer instructional programs in Agriculture and related fields.

This Bulletin states that Vocational Agriculture should develop competencies in 1) production agriculture, 2) related occupations, 3) careers, 4) job placement and advancement, 5) human relations, and 6) leadership.

Program Evaluation is a must on a local, state and National level. The 1963 Federal Vocational Act requires that Evaluation Studies should be made at five year intervals. Evaluation must always be in terms of objectives and evidences of their accomplishment. Evidences should stress placement and occupational advancement as well as preparation.

CAREERS IN AGRICULTURE

While it is true that only a portion of rural youth can hope to engage in farming or ranching, an equal or larger number can find employment in Agriculturally oriented business. Every state has conducted research studies to determine the need for employees in agriculturally oriented business. These careers have been categorized as:

1) Agricultural Machinery
2) Agricultural Supplies
3) Livestock and Poultry Industries
4) Crops and Forestry Industries
5) Ornamental Horticulture
6) Recreation and Wildlife Service
7) Agricultural Services

Career opportunities are a legitimate area of study for youth interested in agriculture-based-jobs for high school and college or university graduates.

OCCUPATIONAL EMPHASIS

Emphasis, in vocational programs, is on training for occupational competence for gainful employment. Vocational Agriculture Departments can contribute greatly to pre-occupational training. This could include classroom, laboratory and education work experience. All courses and course units should be evaluated in terms of their contribution to occupational competance and employment.

SEVERAL OCCUPATIONAL TRAINING PROGRAMS

Attention is here focused on the broad spectrum of possible offerings under the vocational agriculture department's program of the local school. These can be classified in three or more areas as: 1) the traditional farm and ranch oriented program 2) a pre-occupational oriented total program for all students to include farming and ranching and agriculture occupations training and 3) a broad agriculture curriculum for all students plus student placement in an educational work experience station. This latter program might be limited largely to senior students because of age limitations for employment, and students screened for this special type of training experience. Each of these programs need to be well structured to be successful. A program without planning is sure to fade out.

This publication includes several curriculum programs which illustrate there basic type of agricultural offerings.

SMALL SCHOOLS AND OCCUPATIONAL TRAINING

Many U. S. High Schools are limited to enrollment of 100 to 300 students and as few as five or six staff members. The predominant vocational-type programs may be Agriculture, Home Economics, and Commerce.

Complete occupational training is often focused on the comprehensive High School of 1200 to 1500 students. Such schools can provide a wide spectrum of occupational courses.

In many small rural schools the only mechanics program may be in agriculture. This situation provides an opportunity and responsibility for the agriculture program to feature pre-occupational training in mechanics skills which are saleable and useful in a number of off-farm occupations. Fortunately many inovations are possible as a part of the regular agriculture program or as a feature of the 1963 Vocational Education Act of the U. S. Government and supplemented by local and state programs.

CURRICULUM CHANGE

CHANGE IS CONSTANT. Change applies to existing curriculums and their indigenous courses of study. States have done an excellent job, past and present in developing courses of study. New courses of study and curriculum ideas are being developed for adoption and modification to fit local needs and situations. New courses with emphasis on developing occupational competencies are finding favor with local community groups and students and teachers and boards of education and school administrators.

MAKING THE TRANSITION IN AGRICULTURAL EDUCATION

Schools are often reluctant to abandon their traditional type vocational agriculture program. This in part can be accounted for in the lack of preparation for a change. The preparation for a change calls for (1) teacher education inservice courses in skills and program, (2) development of new courses of study, (3) new teaching aids, equipment and facilities, (4) establishment of training stations in industry and business, (5) freeing of teachers time for supervision of work experience programs, (6) community acceptance and (7) acceptance by the school administration.

Many of the traditional agriculture programs are as much needed today as they ever were especially in predominantly agricultural communities. The traditional program in most COMMUNITIES MUST CHANGE.

Many schools with occupational and new course offerings in such fields as forestry and ornamental horticulture have doubled their enrollments and are employing two or three or more teachers of agriculture and related subjects.

THREE MAJOR COURSE AREAS

Occupational education in production agriculture and off-farm occupations such as can be provided in the "One-Teacher Agriculture Department," should include (1) technical agriculture, (2) mechanics and (3) personal development. Technical agriculture should include (1) plant and soils science, (2) animal science and (3) agriculture business practices.

Mechanics Education related to agriculture will include (1) gas engines, (2) electric wiring and motors, (3) equipment and building construction, (4) machinery repair and servicing, and (5) metal fusion.

Personal Development will focus on employee-employer, and public relations. This can be achieved in major degree through (1) FFA Leadership Education, (2) the study of Human Relations and (3) Guidance Studies and Counseling in Careers, curriculum selection and appropriate supplemental tests.

CURRICULUM IN OCCUPATIONAL EDUCATION

A curriculum consists of a series of courses or units designed to accomplish a primary aim such as competencies in an off-farm agriculturally oriented occupation. Such a curriculum would have the similar elements or ingredients found in other types of occupational education. Three major areas of training needed includes: (1) agriculture competence, (2) occupation competence and (3) personal development brought about by related course units or content in guidance, leadership and human relations.

The content for the above course units have been developed at the Center for Research and Leadership Development in Vocational Technical Education at Ohio State University.

GUIDANCE AND OCCUPATIONAL TRAINING

Some confusion is often present as to who is responsible for each facet of education. Guidance raises such a question. The answer here is that GUIDANCE SERVICES AND INSTRUCTION ARE A SHARED RESPONSIBILITY. Most high schools have a guidance staff and department. This staff would be the first to suggest a cooperative guidance service with each field of education including each program of occupational training and placement. Much guide line materials including occupational interest tests have been

developed to guide these supplementary and complementary programs. When one considers that a full time guidance person may have 400 to 500 students to serve it is obvious that much remains to be done by all concerned.

LEADERSHIP EDUCATION

Many persons have observed that vocational agriculture has contributed most to youth through its FFA leadership program. Fortunately this same program can serve for farming and ranching and agriculture related occupations. Present plans call for a continuation of the name FFA. Its membership scope is widened to include all programs offered as agriculture training.

HUMAN RELATIONS

In job and business instructions, the element of "Human Relations" is ever present. Human relations deals with fellow employees, customers, foreman, owners, managers and supplies. "Attitude," sums up much of the success of an employee as much as skill and knowledge. Yet Human Relations is an area of occupational competance for which youth and adults both need systematic training.

EDUCATIONAL WORK EXPERIENCE

All students will generally receive the basic course work in the classroom and laboratory programs. Educational work experience will be for as many as possible but not necessarily for ALL.

Students will be selected for educational work experience in two broad areas, namely, (1) on-the-farm and (2) in an agriculture related business, occupation or profession. A student's occupational education experience can

be an exciting and productive experience for the pupil, the school, the employer, the parents and the community. The educational work experience can be arranged for (1) during school hours (2) after school hours (3) weekends and (4) during the summer and vacation periods.

RESOURCE MATERIALS

Excellent resource materials are available to local schools as teaching aids. Course materials include (1) texts (2) Courses of study, (3) modules of instructional units, (4) movies and film strips, (5) program suggestions, and (6) research reports.

Leading in the production of teaching and program guides is The Center for Research and Leadership Development in Vocational and Technical Education, at the Ohio State University at Columbus. Many states have developed supplemental materials plus reports on research studies on the jobs and competencies needed.

TEACHER CERTIFICATION

Teacher certification is a keystone to developing a successful occupational program. Teacher certification requirements call for a minimum of 45 quarter credits in a major, 30 in a minor, and/or 10 to 15 credits of concentration per subject as a part of a major or minor. Teachers of agriculture are generally trained in depth in the field of agriculture and agriculture mechanics. This training is very adequate for pre-occupational training in agriculture and agriculture mechanics.

In-service education is readily available to update teachers in special facets as (1) metal lathe, (2) advanced welding (3) plant soils and

animal science, (4) ornamental horticulture, and (5) building construction. Courses for which teachers of agriculture are certified are the related fields of agriculture and mechanics.

It is well to remember that agriculture teachers are certified in agriculture and agriculture-mechanics. This is why any occupational training program for off-farm occupations would need to be organized as a part of the school's agriculture program.

SCHOOL FACILITIES

Occupational Education requires adequate classroom and shop facilities. Fortunately these are presently available in the average Agriculture Department. Local schools will want to appraise their present facilities to better meet the changing group instructional needs. This appraisal should include equipment and supplies as well. Funds are available under the 1963 Vocational Education for upgrading local programs in the area of equipment and teaching aids. School facilities are supplemented by the work-stations for educational training and experience in agriculturally oriented businesses.

COORDINATING VOCATIONAL EDUCATION SERVICES

There is a great need for vocational educators in agriculture to utilize the experience of other vocational services, and to develop new ways of cooperation for the benefit of everyone. Opportunities for cooperation between vocational agriculture departments and other vocational services are numerous. Each school situation will determine those activities which cooperation among services in feasible. The following are activities which

can involve cooperation between the vocational services:

1. Planning, conducting, and utilizing community surveys
2. Planning long range course offerings
3. Selecting students
4. Locating training stations
5. Securing and working with consulting committee members
6. Teaching specialized subject matter units
7. Coordinating on-the-job instruction

A STUDENT-LEARNER

A student-learner is a student who is receiving instruction in an accredited school, college or university, and who is employed on a part-time basis pursuant to a bonafide vocational training program adminstered by his school. A bonafide vocational training program is one authorized and approved by a State Board of Vocational Education or another recognized educational body. These programs must provide for part-time employment training supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information which is given as a regular part of the student-learner's course of study in the educational institution he attends. Such programs may be either retail and service occupations or in trade and industrial skills.

LEGAL REQUIREMENTS FOR STUDENT WORKERS

The employment of students in cooperative occupational experience must conform to state and federal laws. The vocational agriculture teacher-coordinator must be familiar with the local, state, and national employment laws

which restrict the occupational experience in which students may participate. It is particularly important that he be familiar with the provisions of these laws which pertain to minimum wage and child labor. He should also be familiar with Social Security and other forms of insurance, responsibilities of the local school, hazardous occupations, and other employment requirements.

STUDENT-LEARNER CERTIFICATES AND AGE CERTIFICATES

Students enrolled in cooperative occupational experience are elibible to work for 75 percent of the minimum wage if they complete a Student-Learner Certificate. The Student-Learner Certificate copy shown in this publication is issued by the U. S. Department of Labor Wage and Hour Public Contracts Division.

A STUDENTS AGE CERTIFICATE also shown in this publication is something else. They are used to certify that a person under 18 years of age is legally employed. This particular form is issued by the State of Montana Department of Labor and Industry, Helena, Montana.

DEVELOPING TRAINING AGREEMENTS FOR OCCUPATIONAL EXPERIENCE

Since students, employers, parents, school administrators, and teacher-coordinators all have important roles to play to insure that cooperative occupational experience is successful, each should be familiar with his responsibilities. These responsibilities can best be understood and agreed upon by developing a written training agreement. This agreement should be completed as soon as the student is placed in the training station.

What to Include

The following items should be included in a training agreement:

1. Name of employer or person in charge of student while working at the training station
2. Duration of the training period
3. Number of hours to be worked per week
4. Hours of the day occupational experience is to be provided
5. Beginning wage
6. Responsibilities of the student
7. Responsibilities of the parent
8. Responsibilities of the teacher-coordinator and the school
9. Responsibilities of the employer

CONSULTING COMMITTEE

A local consulting committee should be a must in planning and conducting cooperative occupational experience in off-farm agricultural occupations. Few administrators and teachers have the background to conduct as effective training program without the knowledge and assistance that is available from personnel directly associated with agricultural occupations. Activities may be coordinated effectively through a consulting committee which provides a vital link between the school and the community.

Purposes of a Consulting Committee

In every community, the needs and objectives of the vocational agriculture program will vary. It is the main purpose of a consulting committee to assist the vocational agriculture teacher-coordinator in developing a program

that will meet local needs. More specific purposes are:

1. To provide a link between the school and community.
2. To give prestige to the school, community, and vocational program.
3. To give the school an opportunity to explain the objectives of the education program.
4. To bring about a close relationship between management and labor.
5. To provide an opportunity to study the educational needs in the community.
6. To provide a sounding-board for new policies and procedures.
7. To help gain support for the program.

POLICIES CONCERNING OCCUPATIONAL EDUCATION

A written Local Policy Statement is crucial to success in administering an off-farm agricultural occupational education program. Many existing programs have some type of written policy concerning the total program, but the specific policies dealing with occupational experience, particularly those in off-farm agricultural occupations, are quite limited. It should be understood that these policies are a part of those governing the total vocational agriculture program, which in turn is a part of the total school policy.

NEED AND VALUE OF LOCAL POLICIES

Past experiences have shown that the time and effort spent in the development of local policies pay big dividends. Some of the specific advantages of a written local policy statement are:

1. It maintains operational stability--policy does not change when there is an administrative or board membership change.
2. It provides a sense of security to all those involved in the program.

3. It provides for more efficient use of time, money, and effort in the administration of the program.

4. It facilitates decision-making.

5. It minimizes inconsistency in decisions by different administrative agents on similar problems.

6. It provides a basis for evaluation.

7. Makes known the intent of the school board toward the program.

TEACHER RESPONSIBILITIES

The success of educational programs and courses are up to 90 percent the teachers responsibility. Vocational Agriculture is in a transitional orbit. Agriculture teachers must also make gradual changes to meet new demands in occupational training. Major tasks for teachers are as follows:

1. Develop new course of study units with emphasis on instruction in depth.

2. Secure In-Service Education at appropriate short courses and/or summer school.

3. Secure appropriate equipment and teaching aids.

4. Work with a consulting committee and in policy development.

5. Help direct a survey of the community as to job opportunities and needed competencies.

6. Arrange for appropriate time for the conduct of classes and supervision of student-educational work experience programs.

SCHOOL ADMINISTRATION RESPONSIBILITIES

School administrators are major "Keystones" to organization, administration and conduct of an occupational education program. Major items which they direct, influence and control are as follows:

1) Student selection and adequate enrollments.

2) Permitting flexibility in an individual students program including emrollment in five or six course units.

3) Securing adequate funds for teaching aids, equipment and space.

4) Providing adequate teacher time for supervision of on-the-job educational work experience.

5) Developing written policies on encouraging the organization and use of consulting committees of interested lay-citizens.

BOARD OF EDUCATION RESPONSIBILITIES

All educational programs are established and continued by Board Action. The authority beyond the Local Board of Education is the community. The Local Board and community need to be involved in developing a strong Occupational Education Program. Board approved Policy Statements and the selection of a Lay-Consulting Committee on occupational training are vital to a successful program, of occupational education.

SELECTION OF STUDENTS

Student selection involves both (1) course enrollment and (2) placement for Educational work experience. Few restrictions should impede a student's selection of course units in occupational training and placement for educational work experience is a more selective and major responsibility of the school and community for which educational guidelines are firmly established. Student enrollments in agriculture of both boys and girls over the United States in recent years have doubled and tripled in the newer, exciting courses in agriculture and related fields, in many schools of the United States.

MODIFICATION AND ADJUSTING COURSES OF STUDY

FOR

VOCATIONAL AND OCCUPATIONAL EDUCATION

IN

MONTANA HIGH SCHOOL AGRICULTURAL EDUCATION DEPARTMENTS

RICULTURAL EDUCATION IN MECHANICS		AGRICULTURAL EDUCATION IN PLANT & SOIL SCIENCE		AGRICULTURAL EDUCATION IN ANIMAL SCIENCE		AGRICULTURAL EDUCATION IN HOME & BUSINESS MGT.	
r. PROD. gric.	For Occup. Experience	For Prod. Agric.	For Occup. Experience	For Prod. Agric.	For Occup. Experience	For Prod. Agric.	For Occup. Experience
SIC KILLS: nd tools & wer equip. other--	→	SOIL SCIENCE →		ANIMAL NUTRITION →		HOME MGT. →	
LDING: asic & dvanced	→	PLANT SCIENCE →		SELECTION & BREEDING →		TAXES →	
RM POWER	Small Engines & Motors	EMPHASIS ON	EMPHASIS ON	ANIMAL HEALTH →		GOV'T PROGRAMS →	
ILDING NSTRUCTION	Carpentry Concrete Witing Plumbing Painting	Sm. Grains Forage Crops Range & Pasture Trees & Shelterbelts Fruits & Vegetables	Ornamental Horticulture Nursery Mgt. Greenhouse Mgt. Landscaping Floriculture Greenskeeper Forestry	EMPHASIS ON Beef Cattle Dairy Sheep Hogs Poultry	Buying & Selling Small Animals Pleasure Horses Wildlife Mgt.	EMPHASIS ON Farm Mgt. Farm Bus. Analysis Farm Acc.	EMPHASIS ON Business Organizatio Preparing fo Employment Human Relati
RM MACH-ERY	Parts & Service Machinery Set up Small Equip. for Nurserys etc.						
cupational cupational adership	Guidance for Farming and Non-Farm Occupational Experience Experience for Farming and Non-Farm Occupations Training Provided through FFA & Other Organizations						

POSSIBLE COURSE OF STUDY CHANGES WITH EMPHASIS ON PRODUCTION AGRICULTURE AND PREPARATION FOR OCCUPATIONAL EXPERIENCE

(*Suggested or Possible time Allotments)

MECHANICS	PLANT & SOIL SCIENCE	ANIMAL SCIENCE	HOME & BUSINESS MGT.
POST - HIGH SCHOOL TRAINING IN ANY AREA			
Mechanics * 18 weeks - Building Construction or * 18 weeks - Farm Power (taught as a Semester Unit)		**Home & Business Mgt.** * 9 weeks - Careers - Guidance - Human Relations and Leadership * 9 weeks - Home and Business Mgt. (Taught during one Semester)	
Mechanics ** 9 weeks - Advanced Welding * 9 weeks - Farm Machinery (A semester Unit)		**Animal Science** Animal Nutrition Selection and Breeding Animal Health *18 weeks (One Semester Unit)	
BASIC WELDING **Shop** Power Equipment (use and care) Special Projects	Plant and Soil Science * Two - 9 week Units or (A Semester Unit)		BASIC ELECTRICITY FFA & Leadership Dev. Agric. Occupations-Descriptions & Educ. Requirements Leadership Development & FFA Work Experience & Record Keeping
Mechanics Shop Orientation & Shop Safety Hand tools - Edent. & Use Drawing - Sketching - Blue Prints Cold & Hot Metal Work Ident. of Hardware & Supplies Figuring Bd. Ft. & Costs of Lumber Care & Repair of Common Hand Tools BASIC SKILLS PROJECTS		**Livestock** General Livestock Study including Breeds & Basic Judging	

MAJOR BLOCK UNITS AVAILABLE TO ALL HIGH SCHOOL STUDENTS UPON COMPLETION OF PREREQUISITE COURSE OR BY CONSENT OF INSTRUCTOR.

Agricultural Education Department
Montana State University

1966

POSSIBLE HIGH SCHOOL SEMESTER UNITS in OCCUPATIONAL EDUCATION

Provided by the Agriculture Department

FIRST YEAR (9th grade)

1st Semester

Careers, Guidance, Leadership, Human Relations

2nd Semester

Building Construction: Carpentry, electrification, masonry, plumbing, painting

SECOND YEAR (10th grade)

1st Semester

Welding

Arc and Acetylene

2nd Semester

Plant and Soil Science

THIRD YEAR (11th grade)

1st Semester

Animal Science
Nutrition, Animal Health, Marketing, Related Businesses

2nd Semester

Gas Engines

Electric Motors

FOURTH YEAR (12th grade)

1st Semester

Advanced Units
Welding, Construction
Motors, Equipment

2nd Semester

Business Practices in Agriculture and Related Occupations

ADDITIONAL UNITS

Ornamental Horticulture

Agricultural Machinery

Agricultural Supplies

Forestry

Livestock Feeding and Marketing

Other

Note: Enrollment possible for all youths, including girls

_____High School Teacher_____

School year 19__ to 19__

Teacher's Schedule

	First Semester	Second Semester
1st Period	Plant and Soil Science	Small Motors and Engines
2nd Period	Agric. Occupations preparations for Ed. work experience	Building and equip construction
3rd Period	Metal Fusion	Animal Science and Production
	Noon	
4th Period	Other Subjects	Other Subjects
5th Period	Ornamental Horticulture	Business Principles related to Agric.
6th Period	Conference	Conference
	After School	
	Supervision of Work Experience Program	
	Adult Education	

GLOSSARY OF TERMS

It is recognized that there are a variety of terms in use throughout the country to identify and describe the different phases of a cooperative occupational experience program. No doubt different terms are used in the various states, and therefore the following definitions are presented to help clarify the terms used in this publication.

Agricultural Occupation is an occupation in which the worker needs competency in one or more of the primary areas of plant science, animal science, agricultural mechanization, and agricultural business management.

Area Schools are junior and community colleges, vocational schools technical institutes, and branches of universities serving areas usually larger than local school districts.

Completion Certificate is a certificate stating that a student has satisfactorily completed one or two years of cooperative occupational experience.

Consulting Committee is a group of persons, usually outside the education profession, appointed by the school board for the purpose of offering counsel to the school regarding the vocational program, with particular attention toward keeping the program practical and attuned to community needs. Members are representatives of the local community who are interested in the activities with which the program is concerned.

Cooperative Occupational Experience is a program to provide supervised training for gainful employment in agricultural occupations. The program is accomplished by establishing a cooperative arrangement between the school and the agricultural businesses or industries in the community.

Follow-up Study is a survey to determine what occupations the graduates of agricultural occupations courses enter and how effective their training was in relationship to actual needs of the job.

Hazardous Occupation is an occupation considered dangerous and injurious to the health and well being of minors up to 18 years of age as designated by The Secretary of Labor.

Recognition Certificate is a certificate presented to employers or persons designated by him to recognize their part in the training program by serving as on-the-job instructors.

Related Instruction is classroom and laboratory instruction designed to increase knowledge and understanding, to enable a student to solve technical and theoretical problems concerned with a particular occupation.

Student Information Sheet is a form kept by the teacher-coordinator, listing specific information concerning each student enrolled in cooperative occupational experience.

Student-Learner is a student enrolled in a vocational cooperative occupational experience program.

Student-Learner Certificate is a certificate which will enable students enrolled for cooperative occupational experience to be exempt from certain provisions of the Fair Labor Standards Act. The student must meet certain requirements before being eligible for the certificate.

Study Guide is a guide designed to enable students to study the related instructional material on an individual basis. Each study guide should correspond to the individual training plan of the student for a specific occupation.

Teacher-Coordinator is the vocational agriculture instructor who has the responsibility for teaching the related instruction and for coordinating the cooperative occupational experience.

Training Agreement is a document listing the terms of employment of a trainee in an approved Training Station. This is sometimes called a "training memorandum" or memorandum of agreement."

Training Plan refers to a listing of the activities in which the student will be engaged at the training station. In addtion, there appears a listing of the information that should be taught in the related instruction class. It is also referred to as the "training outline" or "course outline."

Work Permit refers to a certificate generally issued by the local school which certifies the age of students who desire employment while enrolled in school. It is sometimes referred to as an "age certificate."

Vocational Agriculture In Transition for Occupational Education

PART II

PLANNING AND CONDUCTING COOPERATIVE OCCUPATIONAL EXPERIENCE IN OFF-FARM AGRICULTURE

PREFACE PART II

This publication is divided into two parts to assist Local Schools to shape program and course changes in Vocational Agriculture to better meet their local needs. Part I emphasizes possible changes in the traditional High School Vocational Agriculture program, grades 9 to 12 with emphasis on occupational training in farming and off-farm businesses and occupations.

The following Part II is largely a digest of a publication of the Center for Research and Leadership Development in Vocational and Technical Education at the Ohio State University. This is the 1965 publication on PLANNING AND CONDUCTING COOPERATIVE OCCUPATIONAL EXPERIENCE IN OFF-FARM AGRICULTURE. Note the emphasis in this publication on a single facet of Vocational Agriculture such as a student's Educational Work Experience.

PLANNING AND CONDUCTING COOPERATIVE OCCUPATIONAL EXPERIENCE IN OFF-FARM AGRICULTURE[1]

INTRODUCTION

Agricultural educators have long recognized the need and value of adequate occupational experience. Students enrolled in vocational agriculture have completed production projects of their home farms or have been placed on other farms or ranches to gain occupational experience. The recognition of the need for training in off-farm agricultural occupations as expressed in The Vocational Education Act of 1963 has resulted in the extension of the placement-for-experience phase of the program to include the placement of students in agricultural businesses and industries. As the number of programs in the high schools and area schools designed to offer training in off-farm agricultural occupations increases, the problems associated with providing adequate occupational experience is also likely to increase. In many of these schools, the occupational experience can best be provided through a cooperative occupational experience program. The philosophy and concepts of cooperative occupational experience are quite similar to those of the traditional "placement for farm experience." However, the placement of students in agricultural businesses and industries involves some facets which are not common to the placement of students on farms or ranches. The primary purpose of this publication is to serve as a guide for local teachers and administrators in planning and conducting cooperative occupation experiences in off-farm agricultural occupations.

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[1](Statement from) Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture. Center for Research and Leadership Development in Voc.-Tech. Education, The Ohio State University, 1965.

What is Cooperative Occupational Experience?

Cooperative occupational experience refers to a system whereby students receive their occupational experience under actual on-the-job situations in cooperation with an employer. The program is cooperative in nature, since the employer recognizes his role in making the experience educational. It is his responsibility to help provide experiences and on-the-job instruction directly related to the occupation for which the student is being trained. In most cases, students spend part of the regular school day working in the "training station." The remainder of the school day is spent completing the requirements for graduation and attending the vocational agriculture class where instruction related to the occupation is provided.

Cooperative occupational experience differs from the mere employment of students in that the experience program is planned and coordinated so that students receive related instruction at the school, and on-the-job supervision and instruction at the "training station." The vocational agriculture teacher-coordinator has the responsibility for providing the classroom instruction and coordinating the program. The student, employer, and parents also have specific responsibilities to insure that the occupational experience program is truly educational in nature and will lead to the gainful employment of the student.

An ideal way to attain job competence is by supplementing classroom and laboratory experience and instruction at the school with the learning opportunities of an actual job. Cooperative occupational experience not only gives students an opportunity to learn by practice, but it also makes learning a pleasant experience. Many of the problems encountered on the job becomes the basis for classroom and discussion and study. It enables

students to develop personal initiative, responsibility, and confidence. As they work in realistic situations they more readily recognize the importance of developing desirable attitudes and skills necessary to become successfully employed.

Once employers in agricultural business and industry are familiar with the program, they generally are eager to cooperate with the school to prepare students for their life work. While cooperative occupational experience has been utilized to some extent in the past, more schools should consider the possibility of utilizing this method to provide occupational experience in off-farm agricultural occupations.

STEPS IN INITIATING COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAM

The following steps are suggested as an orderly means of inaugurating a program of cooperative occupational experience. It is recognized that conditions will vary in each location and that it may be desirable in some communities to follow a different sequence than is suggested. Only under unusual conditions, however, should any one of the steps be eliminated.

1. The vocational agriculture instructor and appropriate school administrators (including the superintendent) should discuss the program and agree on the organizational procedures which should be carried out.

2. A local survey should be made to determine the number and kinds of agricultural businesses or firms that are in the community.

3. The vocational agriculture instructor should make a preliminary survey of the high school student body to determine the number of prospective students.

4. The state vocational agriculture division should be contacted for assistance they are able to offer.

5. The program should be promoted.'

6. A consulting committee should be appointed.

7. The school should develop and adopt a policy statement to serve as an operational guide for the administration of the program.

8. Arrangments for the necessary facilities and equipment should be made.

9. Students should be selected.

10. Training stations should be surveyed and selected.

11. Students should be placed in training stations.

12. The training plan and agreement should be developed.

13. The necessary forms and certificates should be completed.

14. Arrangements should be made with the school administration concerning class schedules, travel allowance, instructional materials and other factors so that an adequate job of coordination can be accomplished.

15. The necessary records and reports should be maintained.

16. Students should be "followed-up" upon graduation.

17. The program should be evaluated.

_____ High School
Vocational Agriculture Department

APPLICATION FOR ENROLLMENT IN VOCATIONAL AGRICULTURAL OCCUPATIONS*

Date_____
Name_____ Parent's or Guardian's Name_____
Address_____ Phone No._____
Age___ Sex___ Height___ Weight_____ Social Security No._____
Location from School_____
Grade in School_____ Do you plan to go to college? Yes_____ No_____
List the high school credits you have earned in Math___ English___ Science_____
Social Science_____ Agriculture_____ Commercial_____ Other_____
Parents' Occupations - Father_____ Mother_____
What type of curriculum are you enrolled in? College Prep____ Vocational_____
General_____
What hobbies do you enjoy?_____
List the clubs and organizations to which you belong_____
_____
Do you wear glasses? Yes___ No___ Will you have transportation to work? Yes____
No___ Do you have any physical handicaps? Yes_____ No_____ If answer is Yes
please explain_____
List the name of employer and previous jobs you have held and the length of time spent on the job.

Name of Employer	Job	Number of Months

In what occupations do you prefer to receive training? First Preference_____
_____ Second Preference_____

What types of work do you dislike?_____

Will you be available for work: after school?_____ on Sundays?_____

What subjects do you need to graduate?_____ _____ _____
_____ _____ _____ _____ _____

(Have your parents complete the following:)
_____ has my permission to participate in the agricultural occupations program.

Signed by Parent or Guardian_____

*Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

COORDINATION OF THE COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAM

The objectives of coordination in a cooperative occupational experience program is to correlate all the helpful agencies and factors that contribute to the successful training of students. Many people are confused concerning the actual duties of coordination. Some suppose that it only involves the visitation of training stations to see if the student-learners are working. An adequate job at coordination involves many duties. Some of the duties of the teacher-coordinator associated with coordination are:

1. Placement of students in satisfactory jobs
2. Follow-up of trainees after placement
3. Contacts with employers to establish cooperative relationships
4. Assistance in making analysis of various occupations
5. Assistance in developing training plans
6. Conferences with students
7. Contacts with consulting committees
8. Checking student-learner rotation on the job
9. Evaluating student progress.
10. Contacts with employers, labor groups and school administrators regarding the functioning of the overall program
11. Relationships with vocational counselors

Coordinator's Schedule

The amount of time a teacher-coordinator would devote to the coordination of cooperative occupational experience during the regular school day depends upon many factors. Sufficient time must be allotted during regular school hours for coordination. Since the teacher-coordinator has a vital role in student guidance, at least one period per day should be free for student conferences.

In order that the greatest benefit can be derived from the teacher-coordinator's activities, he should budget his time in such a manner that he will not be apt to overlook or neglect any one of his many duties. The teacher-coordinator can generally utilize his time most efficiently by planning a weekly schedule. This will not only enable him to discharge his duties in a more efficient manner, but will also establish a routine which will enable students, parents, school officials, teachers, and employers to contact him with a minimum of delay.

It is realized that the schedule will vary according to the time of year. For instance, at the beginning of the school year most of the time will be consumed conferring with employers, committee members, students and parents. Whereas, at the close of the year much more time will be spent at school completing student grades, records and reports.

Visiting Students at the Training Station

Periodic visits to training stations are necessary for the operation of an efficient program. They are valuable in correlating classroom instruction with on-the-job training, in making comparisons between actual work accomplished with the training plan content, and in evaluating student progress on the job.

Since each training situation differs, it is not practical to specify an exact number of visits to each training establishment. It is necessary to make more frequent visits some place of employment than to others. On the average, however, the teacher-coordinator should visit each training station every seven to ten days.

Following is a list of information to gather when a coordinator makes a supervisory visit.

1. Is the employer satisfied with the student?

2. What is the student's attitude toward his job, employer, fellow workers?

3. Is the student's progress in accord with the training plan?

4. Is adequate instruction being given on the job?

5. Is the student satisfied with his training?

6. What related instruction is urgently needed?

SELECTION OF STUDENTS FOR OCCUPATIONAL EXPERIENCE PROGRAMS

It must be realized that the student is the most important element in a cooperative occupational experience program. Much of the success of the program will depend upon the calibre of the students enrolled. Students termed "of high calibre" do not necessarily mean those with outstanding grades, but refers to those students who possess the aptitude and qualifications required for success in a given occupation. The objectives of this program can be attained only when the student is capable and desires to receive training. There may be a tendency among some educators to gear the program toward students with low academic and occupational abilities, while the training for many occupations requires students to have desirable personal traits and above-average aptitudes.

Procedures for Selecting Students

The following steps are suggested as guide to follow in the selection df students:

1. Make a general announcement concerning the program to all eligible students at least two months before pre-registration for courses.

2. Have all interested students complete an "application for enrollment form."

3. Make arrangement with the school counselor to obtain various tests scores and other confidential information that is not reported on the application form.

4. If sufficient tests have not been administered, the teacher-coordinator may wish to administer commercial tests or in some cases special interest surveys.

5. In most cases the teacher-coordinator will be familiar with the personal characteristics of possible students. In some cases, however, the teacher-coordinator may have had very little contact with interested students. If this be the case, it may be advantageous to have other teachers more familiar with the student evaluate the personal characteristics of the student.

6. Interview each candidate personally. This will help obtain information that has not been obtained in any of the previous steps.

Criteria for Selecting Students

After the above steps have been completed, sufficient information should be available to make a final selection. The following criteria are suggested as possible points to be kept in mind when selecting students.

Occupational Objective Students selected should have an interest in occupations for which the training program is designed, and in which adequate training stations will be available.

Parents' approval Students selected should have their parents' approval that they are able and willing to work.

Ability and willingness to work Students selected should have demonstrated that they are able and willing to work.

Age Most states have minimum age laws (usually 16) and therefore this must be considered when students are selected. Students selected should be able to meet the age requirements specified by local, state and federal labor laws.

Scholarship Students selected should have done well in school subjects related to the occupation in which they will be trained.

Attendance records Students selected should have a minimum number of absences and tardinesses on their school records.

Hours available for work Students selected should be able to work the minimum required hours per week for the total training period.

Transportation Students selected should be able to have transportation to and from their training station.

Handicaps Students selected should not possess any handicap which would prevent them from being hired by employers in the available training stations.

Personal characteristics Students selected should have desirable personal characteristics. This would include such items as character, loyalty, initiative, attitude, and personality.

Vocational Agriculture Department _____ High School
Form V

STUDENT INFORMATION FOR QCCUPATIONAL TRAINING
(To be completed by teacher-coordinator and kept in permanent record file)

Date _____

Name _____ Parents Name _____

Address _____ Phone Number _____

Age _____ Sex _____ Weight _____ Height _____ Social Security No. _____

Grade in School _____ Parent's Occupation: Father _____ Mother _____

Location from School _____ Plan to go to college: Yes ____ No _____

Credits earned: Math ___ English ____ Social Science ___ Science ___ General _____
Commercial _____ Other _____

Type of program enrolled in: College prep _____ Vocational ____ General _____

Hobbies _____ Grade Average _____

Days absent last year _____ Transporation to work? Yes ___ No ____

Clubs and Organizations _____

Physical handicaps _____ Glasses? _____

Previous work experience and name of emplcyer	Job	Months
_____	_____	_____
_____	_____	_____

Student's Interests _____

Student's Dislikes _____

Occupational Objective _____

I. Q. Tests (List each) _____

Other tests	Test	Results

Parents approve of participation in Occupations program? Yes _____ No _____

Available for work after school _____ Saturdays _____

Subjects need to graduate _____

Miscellaneous information _____

Vocational Agriculture Department _____ High School
Form VI

TEACHER'S RATING OF STUDENTS INTEREST IN OCCUPATIONAL TRAINING

Students Name _____ Date _____

Please rate the student on the following traits:

	(Check One) Excellent	Godd	Fair	Poor
Character				
Loyalty				
Initiative				
Attitude				
Resourcefulness				
Dependability				
Personality				
Achievement in your course				

Do you feel this student is qualified to represent our school on a job?
Yes_____ No_____

List any outstanding abilities or talents this student possesses_____

_____

For what vocation do you feel this student is best suited_____

_____

Does this student take orders and criticism well? Yes_____ No_____

Which does this student prefer: Mental activities_____ Physical activities_____

Other remarks:

_____
Teacher -- Position

SELECTING TRAINING STATIONS

One of the most important factors in determinging the success of the program is the adequacy of the training station at which a student is placed for on-the-job instruction and experience. Definite consideration should be given to the selection of training stations before students are placed for occupational experience. The survey of the agricultural businesses and firms in the community should provide a good list of possible training stations. Information gained from the personal interviews or knowledge already possessed by the vocational agriculture teacher-coordinator and consulting committee members should provide sufficient basis for determining whether possible training stations meet the desired criteria.

Criteria for Selecting Training Stations

The following items should be used as criteria in selecting training stations.

1. Type of occupation The training station should provide experience in an occupation that requires some knowledge, understanding, and skill in agriculture.

2. Opportunities for rotation The training station should provide a wide variety of experiences associated with the occupation. It should not be just a routine work experience of a repetitive nature.

3. On-the-job supervision The training stations should provide someone capable of serving as an on-the-job instructor. This should be someone who is thoroughly competent in the skills and technical aspects of the occupation. He should be someone who is interested in the program and who will enjoy cooperating in the training program. A discussion concerning on-the-job instructors is found later in this section.

4. Working conditions The working conditions of training stations should be safe and clean, with a good record of accident prevention. It should also present few, if any, conditions that might impair the health of the workers.

5. Reputation The training station should have a good reputation and be respected by the community as a reliable business establishment. It should be one that the community is glad to have within its boundaries.

6. Business Climate The training station should use ethical business practices and leave a favorable impression with the student. The firm should have a record of participation in civic affairs, and a favorable attitude toward the welfare of its employees.

7. Stability of employment. The training station should have a reputation of continuous operation. It should have a record of few or no lay-offs, lock-outs, close-downs, or extensive periods of curtailment.

8. Hours of employment The training station should be able to provide a sufficient number of training hours at a time which is conducive to the employment of student workers.

9. Facilities and equipment In order to provide adequate training, the training station should possess adequate facilities and equipment and use up-to-date methods.

10. Employer-employee relationship The training station should maintain a good employer-employee relationship. Firms that make it a policy to train and promote their own personnel score high on this point.

11. Accessibility Training stations should be within a reasonable distance from the school or accessible to the trainee. In some cases, the training station may be outside the normal limits if the student has adequate transportation to and from work, and the training station rates high on other factors. In some cases where students are attending area schools, they can be placed in their local community for occupational experience.

12. Wages The training station should be able to pay a minimum wage for student workers based on that paid other employees of similar experience and training. Wages of regular employees should be at least comparable to those paid in similar occupations in the community.

Training Station Check Sheet

The final selection of training stations can be facilitated by the use of a check sheet. The purpose of this sheet is to obtain a comparative rating of possible training stations. This sheet should list criteria to be considered when making the selection. The consulting committee can be very helpful in completing the check sheets on the different firms.

Careful consideration should be given to each item on the check sheet. Any unusual situations should be listed at the bottom of the sheet under "Remarks." If a prospective training station is not selected, the reasons may be listed in this space and then relayed to the employer. This may help correct deficiencies in the prospective training station so that it may be used in the future.

Vocational Agriculture Department _____High School
Form I

LOCATING TRAINING STATIONS

for ON-THE-JOB TRAINING
(Survey)

Name of Business_____ Owner-Manager_____

If a Vocational-Technical On-The-Job Training program was offered to students of _____High School, would you be interested in cooperating with such a program by allowing a trainee to be enrolled in your business for a minimum of 10 hours a week? Yes_____ No_____

If your answer is yes would you be willing to pay such a trainee a hourly wage? Yes_____ No_____ (Understand, each trainee will receive high school credit toward graduation from such a program)

If your answer is yes, to the above question, what would you consider a fair hourly wage for such a trainee? _____per hour.

Would you be willing, to spend the time necessary, to work with a coordinator of such a program and draw up a training schedule as to what the trainee should and could learn in your occupation or business? Yes_____ No_____

Would you cooperate, with this program, to the extent that the trainee would be exposed to all these points, to the degree that he or she has a working knowledge of each point? Yes_____ No_____

Occupational training your could offer_____

Is there, to your knowledge, a short supply of such trained personel? Yes___ No_____

Remarks:

_____
(Owner-Manager)

Vocational Agriculture Department _____ High School
Form II

CHECK SHEET FOR EVALUATING PROSPECTIVE TRAINING STATIONS

Establishment _____ Address _____

Date _____ Phone Number _____

FACTORS	Poor	Fair	Good	Very Good	Outstanding
Type of Occupation					
Opportunities for Rotation					
On-The-Job Supervision					
Working Conditions					
Reputation					
Business Climate					
Hours of Employment					
Facilities and Equipment					
Employer-employee Relationships					
Accessibility					
Wages					

REMARKS:

Overall Rating: Outstanding___ Very Good___ Good___ Fair___ Poor_____

APPRAISAL OF THE COOPERATING EMPLOYER

Name_____ Date_____
Student

Criteria	Rating
1. Interested in helping students	4 3 2 1
2. Successful in agri-business	4 3 2 1
3. Able to get along with students	4 3 2 1
4. Willing to cooperate with school	4 3 2 1
5. Uses proper English	4 3 2 1
6. Of good character	4 3 2 1
7. Emotionally stable	4 3 2 1
8. Able to explain ideas and concepts to students	4 3 2 1
9. Familiar with vocational agriculture	4 3 2 1
10. Familiar with the off-farm agricultural occupational experience program.	4 3 2 1
11. A member of agricultural, civic, or community organizations.	4 3 2 1
12. Motivated by high ideals	4 3 2 1
13. Eager and hard-working	4 3 2 1
14. Patient	4 3 2 1
15. Tactful	4 3 2 1
16. Open-minded	4 3 2 1
17. Willing to take the time to work with students	4 3 2 1
OVER-ALL RATING	4 3 2 1

4--Outstanding 3--Good 2--Fair 1--Poor

_____
Employer Rater

DEVELOPING TRAINING PLANS

The employment of a student in a job does not necessarily insure that the student will receive training and that the experience will be educational in nature. A desirable cooperative occupational experience program consists of deliberate efforts to prepare a student for job competence. It includes a direct progression of jobs, experiences, operations, or processes. The vocational agriculture teacher-coordinator has the responsibility to see that the work accomplished by students placed in cooperative occupational experience is educational in nature and not mere work experience. To insure that the student's on-the-job experience will be truly educational, a training plan must be developed.

The training plan consists of a listing of the activities in which the student should be engaged while working at the training station. Opposite this there should be a listing of the subject matter that should be dealt with in the related instruction at school. Space is provided so that a record of progress can be kept of the on-the-job experiences and a grade or completion mark can be recorded for the related instruction. All activities considered essential to the occcupational training should be included in the training plan.

Purpose and Value of Training Plans

The primary purpose in developing a training plan is to determine in advance what activities the student is to participate in while on the job. This then serves as a guide to those involved in the training to see that these experiences are provided. The vocational agriculture teacher-coordinator and employer should refer to the training plan frequently making certain that the student-learner is receiving the experiences previously agreed upon.

The training plan also is valuable to the teacher-coordinator. It enables him to understand job requirements and specifications, to determine the value of a training station, to help select students for specific occupations, and to compare the proposed on-the-job experiences with those actually being practiced.

Through the training plan the student knows what will be expected of him. He can then better understand the objectives and scope of his chosen occupation.

Training plans remind employers of the breadth and depth of training that is to be provided the students. It is also most valuable to an employer to know what related instruction is being provided at the school.

Developing Individual Training Plans

A training plan should be developed for each student placed in cooperative occupational experience. This plan should be based upon the ability of the student, the type of occupation, the conditions at the training station, and the length of the occupational experience period.

Training plans should be developed cooperatively between the teacher-coordinator and the employer. In some cases, experience may be gained by students in occupations which are not completely familiar to the teacher-coordinator. The necessary information should be obtained through personal interviews with the employer or the person responsible for the on-the-job instruction. When developing training plans, the following procedures should be kept in mind:

1. Thoroughly explain the need and value of training plans before involving the employer in their development.

2. Let the employer look at samples of training plans which have been completed.

3. Do not expect the employer to prepare the actual plan. The teacher-coordinator should assume the responsibility for the preparation of the final plan after suggestions and recommendations have been made by the employer.

Sample Training Plan

On the following page is an example of one part of a training plan developed for a student training to be a landscape gardener.

SAMPLE TRAINING PLAN
Ornamental Horticulture

Part 5 - Establishing a Lawn

On-the-Job Training--What the student-learner should do	Progress	Related Instruction--What the student-learner should know	Completed or grade
1. Develop plan for establishing a lawn		1. Steps and procedures in planning for a lawn	
2. Rough grade the area			
3. Test soil		3. Procedures in testing soil	
4. Add topsoil		4. Types and characteristics of top soil	
5. Apply organic matter		5. Types and characteristics of organic matter	
6. Apply fertilizer		6. Types and characteristics of lawn fertilizers	
7. Adjust pH		7. Methods and procedures in adjusting pH of soils	
8. Operate rototiller		8. Characteristics of good seed beds for lawns	
9. Rake to finish grade			
10. Seed grass		10. Methods and procedures in planting a lawn	
11. Plant stolons			
12. Place sod			
13. Water newly established lawn		13. Methods and procedures in watering lawns	

O = observes, S = performed under close supervision

P = performed without close supervision

_____ High School
Vocational Agriculture Department

TRAINING AGREEMENTS*

Student Trainee_____ Date of Birth_____

Soc. Sec. No._____ Grade_____ Available Work Hours_____

Occupational Objective_____ Training Period_____ mos. or weeks

Training Agency_____ Date_____

Address_____ Telephone No._____

Department in which Employed_____ Sponsor_____

Parent or Guardian_____ Telephone No.: Res._____ Bus._____

Address: Residence_____ Business_____

1. THE STUDENT AGREES TO:

__Do an honest day's work, understand that the employer must profit from his labor in order to justify hiring him and providing him with cooperative training experience.
__Do all jobs assigned to the best of his ability.
__Be punctual, dependable and loyal.
__Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
__Be courteous and considerate of the employer, his family, customers and others.
__Keep the records of cooperative training program and make the reports the teacher and the employer require.
__Be alert to perform unassigned tasks which promote the welfare of the business.

---

2. THE PARENT AGREES TO:

__The cooperative training program in the place of business.
__Allow student to work in the store during hours and days shown in Section 5.
__Provide a method of getting to and from work according to the work schedule.
__Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
__Assume full responsibility for any action or happening pertaining to student trainee from the time he leaves school until he reports to his training station.

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*Adapted from the 1965 Workshop Report on the Agricultural Occupations Institute held at Oklahoma State University

Continued from preceding page

3. THE TEACHER, IN BEHALF OF THE SCHOOL AGREES TO:

__Give systematic insturction at the school enabling the student to better understand and carry out his duties and responsibilities in the training station.
__Visit the student on the job for the purpose of supervising him to insure that he gets the most out of his cooperative training experience.
__Work with the employer, student, and parents to provide the best possible training for the student.
__Use discretion on the time and circumstances chosen for visits.

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4. THE EMPLOYER AGREES TO:

__Provide the student with opportunities to learn how to do well many jobs in the business.
__Assign the student new responsibilities only when he is judged able to handle them.
__Train the student, when and where possible, in the ways which he has found desirable in doing his work.
__Assist the teacher on making an honest appraisal of the student's performance.
__Avoid subjecting the student to unnecessary hazards.

---

5. ALL PARTIES AGREE TO:

__A period of the cooperative training program which will:

Start in _____ (month) End in _____ (month)

__Working hours during the cooperative training program will include:

Days during week _____
Hours during week days _____ to _____
Hours on weekend _____ to _____

__Discuss misunderstandings or termination of employment before ending employment
__A beginning wage of _____ per hour.

We, the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose and intent of this training agreement.

Student _____ (signature) Employer _____ (signature)

Address _____ Address _____

Parent _____ (signature) Teacher _____ (signature)

Address _____ Address _____

AGREEMENT FOR OCCUPATIONAL TRAINING BY SCHOOL AND EMPLOYER

This establishes an agreement between _____ (School)
and _____ (Training Center) regarding the employment of
_____ (Trainee) in _____ (Occupation)

The provisions of this agreement are:

1. The on-the-job training will be in charge of _____ (On-the-job instructor)
   for a period of _____ months - weeks.

2. The student will begin training on _____ (Date) at the beginning wage of _____ per hour.

3. The trainee will work at least _____ hours per week in the training center.

4. The school shall be responsible for providing technical and related instruction.

5. The trainee shall progress from job to job in order to gain experience in all phases of the occupation listed in the Training Plan.

6. The schedule of compensation shall be fixed by the training center and shall be paid the same as to others with the same experience and ability.

7. The Occupations Teacher-Coordinator will assist with the adjustment of any problems.

8. The trainee agrees to perform his duties at the training center and in school dilligently and faithfully.

9. The trainee shall have the same status as other employees of the center. The training may be terminated for the same reason as for any other employee.

10. No regular employee shall be laid off to train students.

11. If the trainee drops out of school, he will not be employed by the training center for a period of at least 90 days.

We, the undersigned, are familiar with, and agree to the above provisions:

_____ (Trainee)	_____ (Employer)
_____ (Parent-Guardian)	_____ (Teacher-Coordinator)
_____ (School Adminstrator)	_____ (Chariman, Advisory Council)

LEGAL REQUIREMENTS FOR STUDENT WORKERS[1]

The employment of students in cooperative occupational experience must conform to state and federal laws. The vocational agriculture teacher-coordinator must be familiar with the local, state, and national employment laws which restrict the occupational experience in which students may participate. It is particularly important that he be familiar with the provisions of these laws which pertain to minimum wage and child labor. He should also be familiar with social security and other forms of insurance, responsibilities of the local school, hazardous occupations, and other employment requirements.

State Regulations

Each state has child-labor laws and several states have minimum wage laws. It must be remembered that whenever standards and requirements of a state law differ from federal regulations, the higher standard must be observed. Most states have pamphlets or brochures explaining the provisions of the employment laws for that state. The vocational agriculture teacher-coordinator can become familiar with the state employment regulations by securing the material published by the state concerning these laws or by personally contacting a representative of the state department associated with state employment regulations.

Age Certificates

Age or employment certificates, sometimes called work permits or working papers, are issued under state child labor laws. They are used to certify that a person under 18 years of age is legally employed. Age certificates are generally obtained from the local school or someone designated by the board of education. The vocational agriculture teacher-coordinator should see that age certificates are obtained and on file for each student under 18 years of age employed as a student learner, in those states where they are required. In some states, age certificates are only required for minors 14 and 15 years old who wish to work on school days during school hours. Age or employment certificates are available in every state except Idaho, Mississippi, South Carolina, and Texas.

Federal Laws

The Fair Labor Standards Act of 1938, as amended, establishes minimum wage, maximum hours, overtime pay, and child labor standards for employment which is subject to the provisions of the Act. The Fair Labor Standards Act

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[1] Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture, The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University, Aug. 1965, pp 50-54.

applies to employees (including student-learners) engaged in interstate or foreign commerce or in the production of goods for interstate or foreign commerce, including any closely related process or occupation directly essential to the production of goods for interstate or foreign commerce. The Act also applies to employees (including student-learners) who are not themselves engaged in or producing goods for commerce. Some business enterprises, and employees of these enterprises, which are agricultural in nature, are exempt from certain provisions of the Act. It is important to note that the exemptions pertain, in most cases, to the minimum wage and overtime provisions of the Act and not to the child labor provisions of the Act.

Minimum Wage, Overtime Pay, Maximum Hours, and Equal Pay

Employees, whose work places them under the provisions of the Fair Labor Standards Act, must be paid a minimum wage of at least $1.25 an hour and overtime compensation at a rate of not less than 1½ times their regular rate of pay for hours worked over forty in any work week. The law applies equally to men and women and to all enterprises engaged in interstate commerce regardless of the number of employees. The law does not set a limit on the number of hours of work per week for persons sixteen years of age or over unless they are covered by a student-learner certificate. An amendment to the Fair Labor Standards Act, effective in 1964, prohibits employers from discriminating on the basis of sex in the payment of wages for equal work. An employer may not pay employees of one sex at rates lower than he pays employees of the opposite sex for doing equal work on jobs requiring equal skill, effort, and responsibility which are performed under similar working conditions.

Exemptions from the minimum wage and overtime provisions of the Fair Labor Standards Act are allowed for certain workers. The two groups of workers for whom exemptions are made, which are applicable to cooperative occupational experience in vocational agriculture, are agricultural and related workers and students who complete student-learner certificates and are employed on a part-time basis as a part of a bonafide vocational training program.

Exemptions for Agricultural and Related Workers

Certain workers who do farm work or who handle or process farm products are exempt from the minimum wage and overtime requirements of the Fair Labor Standards Act. The workers exempt under this provision include the following:

1. Farm workers who cultivate the soil or grow or harvest crops, or who raise livestock, bees, fur-bearing animals or poultry. Workers who do such work in greenhouses, nurseries, and hatcheries are included. Also included in this category are workers employed by a farmer on work incidental to their employer's own farming operation and workers who do work on a farm incidental to the farming operations conducted with that farm whether the person is employed by a farmer or by an independent contractor.

2. Livestock auction workers employed by a farmer for the major part of their work week and employed in connection with such farmer's livestock auction operations for the rest of the week.

3. Home workers who are engaged in the making of wreaths composed principally of natural holly, pine, cedar, or other evergreens.

4. Transportation employees who are engaged in transporting fruits and vegetables, or preparing fruits and vegetables for transportation from the farm to a place of first processing or first marketing within the state. Also included are transportation employees who transport fruit and vegetable harvestors between the farm and any point within the state.

5. Workers within the "area of production" who handle, park, store, compress, pasteurize, dry, prepare products in their raw or natural state, or who can agricultural or horticultural commodities for market, or who make cheese or butter or other diary products. A worker is employed within an "area of production" of the establishment where he is employed meets the "population tests" and the "distance tests."

6. Country elevator employees who are employed within the "area of production" by country elevators having not more than five employees. The exemption applies to the employees of country elevators who sell products and services used in the operation of a farm.

Certain agricultural workers are exempt from the overtime regulations, only, not the minimum wage requirements. These workers are:

1. Workers in certain processing operations--first-processing milk, buttermilk, whey, skimmed milk or cream into diary products: ginning or compressing cotton or processing cotton-seed; processing sugar beets, sugarcane, or maple sap into sugar or syrup.

2. Workers in other processing and handling operations--first-processing, canning, or packing fresh fruits or vegetables; first-processing within the "area of production" any agricultural or horticultural commodity during seasonal operations; handling, slaughtering, or dressing poultry, or livestock.

3. Outside buyers of poultry eggs, cream or milk in their raw or natural state. Outside buyers are individuals who work away from their employer's place of business.

Other exemptions from the minimum wage and overtime provisions (applicable to agricultural businesses) include:

1. Employees of retail or service establishments which are primarily engaged in selling farm implements.

2. Employees of other retail or service establishments which have less than $250,000 in annual sales, if the enterprise of which they are a part has less than $1,000,000 in gross annual sales or procures less than $250,000 annually in goods for resale that move or have moved across state lines.

Exemptions for Student-Learners

Students enrolled in cooperative occupational experience are eligible to work for seventy-five percent of the minimum wage if they complete a Student-Learner Certificate.

Application Form for a Certificate to Employ a Student-Learner

The form on the following page is a copy of the official form required for a certificate to employ a student-learner.

Questions Pertaining To The Application For and Certification of Student-Learners

Note: The reference in parenthesis refers to the section of Title 29 part 520 of the code of Federal Regulation--"Employment of Student-Learners"

1. In the average situation, for what period of time is a student-learner certificate issued?

   Ans. - for one school year only. (Section 520.8) This is an appropriate 36 week period, consisting of 15 to 25-hour work-weeks.

2. What rate of pay is applicable to the student learner's employment?

   Ans. - 75 percent of the applicable minimum wage, i.e., $1.25 per hour = $.94 (Section 520.6 (b)).

3. Does the application for the certificate constitute a temporary certificate?

   Ans. - Yes, if the application is correctly filed. The temporary authorization becomes effective the date the application is postmarked. Section 520.6 (c) (2)

4. Can a student-learner under 18 years of age work in some of the occupations declared as particularly hazardous for minors?

   Ans. - Yes. (Section 520.5 (d)). If a written agreement is on file as described in the Child Labor Bulletin No. 101, Page 9.

5. May student-learners work in any of the Hazardous Occupations without the exemption being granted?

   Ans. - No. There is no provision for this.

Conditions Governing Issuance of Special Student-Learner Certificates

The following conditions must be satisfied before a special certificate may be issued authorizing the employment of a student-learner at subminimum wages:

(a) Any training program under which the student-learner will be employed must be bonafide vocational training program;

(b) The employment of the student-learner at subminimum wages authorized by the special certificate must be necessary to prevent curtailment of opportunities for employment;

(c) The student-learner must be at least 16 years of age (or older as may be required pursuant to paragraph (d) of this sub-section);

(d) The student-learner must be at least 18 years of age is he is to be employed in any activity prohibited by virtue of a hazardous occupation order of the Secretary of Labor; (See Hazardous Occupations.)

(e) The occupation for which the student-learner is receiving preparatory training must require a sufficient degree of skill to necessitate a substantial learning period;

(f) The training must not be for the purpose of acquiring manual dexterity and high production speed in repetitive opemtions;

(g) The employment of a student-learner must not have the effect of displacing a worker employed in the establishment;

(g) The employment of the student-learners at subminimum wages must not tend to impair or depress the wage rates or working standards established for experienced workers for work of a like or comparable character;

(i) The Occupational needs of the community or industry warrant the training of student-learners;

(j) There are no serious outstanding violations of the provisions of a student-learner certificate previously issued to the employer, or serious violations of any other provisions of the Fair Labor Standards Act of 1938, as amended, by the employer which provide reasonable grounds to conclude that the terms of the certificate would not be complied with, if issued;

(k) The issuance of such a certificate would not tend to prevent the development of apprenticeship in accordance with the regulations applicable thereto or would not impair established apprenticeship standards in the occupation or industry involved;

(l) The number of student-learners to be employed in one establishment must not be more than a small proportion of its working force;

(m) The special minimum wage rate shall not be less than 75 percent of the applicable minimum under section 6 of the Act;

(n) No special student-learner certificate may be issued retroactively;

(Sample Form)

U. S. Department of Labor
Wage and Hour and Public Contracts Division

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under Hazardous Occupations Orders of the Fair Labor Standards Act of 1938, as amended, or at wages below the applicable Walsh-Healey Public Contracts Act minimum wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized respresentative, provided the conditions specified in Section 520.6 (c) (2) of the Student-Learner Regulation (29 CFR 520) are satisfied.

PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM
PRINT OR TYPE ALL ANSWERS

1. Name and address of establishment making application:	3. Name and address of student-learners:
2. Type of business and products manufactured, sold, or services rendered:	4. Name and address of school in which student-learner is enrolled:

INFORMATION ON SCHOOL INSTRUCTION

5. Number of weeks in school year		11. Are Smith-Hughes Act or George-Barden Act funds being used for this program? (Yes or No)	
6. Total hours of school instruction per week			
7. Number of such hours directly related to employment training		12. Was this program authorized by the State Board for vocational education?	
8. Proposed beginning date of employment		13. If the answer to item 12 is "No," give the name of the recognized body which has approved this vocational training program:	
9. Proposed ending date of employment			
10. Proposed graduation date of student-learner			

14. Outline the school instruction directly related to the employment training. (List courses, etc.)

(SAMPLE FORM)

Form WH-205 ATTACH SEPARATE PAGES IF NECESSARY

Continued from preceding page

Information on employment training at special minimum wages:

15. How is employment training scheduled (weekly, alternate weeks, etc.)?		19. Title of Student-Learner occupation:	
16. Number of weeks on employment training at special minimum wage		20. Number of employees in this establishment	
17. Number of hours of employment training a week		21. Number of experienced employees in student-learner's occupation shown in question 19	
18. Special minimum wage(s) to be paid student-learner (if a progressive wage scale is proposed, enter each rate and specify the period during which it will be paid):		22. Minimum hourly wage rate of experienced workers in 21	
		23. Is an age or employment certificate on file in this establishment for this student-learner? (If not, see instructions)	
		24. Is it anticipated that the student-learner will be employed in the performance of a Government contract subject to the Walsh-Healey Public Contracts Act?	

25. Outline training on-the-job (describe briefly the work process in which the student-learner will be trained and list the types of any machines used.)

26. Signature of student-learner:
I have read the statements made above and ask that the requested certificate, authorizing my employment training at special minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Signature of Student) (Date)

27. Certification by school official: I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bonafide vocational training program as defined in section 520.2 of Student-Learner Regulations	28. Certification by employer or authorized representative: I certify, in applying for this special certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.
(Signature of School Official) (Date)	(Signature of employer or representative) (Date)
Title	Title

STATE OF MONTANA
DEPARTMENT OF LABOR AND INDUSTRY
SAM W. MITCHELL BUILDING
Helena, Montana

Cert. No._____

Date Issued_____

Date Returned_____

_____
Do Not Use This Space

APPLICATION FOR AN AGE CERTIFICATE

TO BE FILLED OUT BY THE MINOR:

1. Name_____ Address_____
(Street) (City)
2. Date of birth_____ Age_____ Sex_____
(Month Day Year)
3. Place of birth_____
(City) (County) (State)
4. Father's full name_____
5. Mother's full name_____
6. Last school grade completed_____
7. Evidence of age submitted:
If possible, attach your birth certificate to this application as evidence of age. If it is impossible to obtain a birth certificate, attach your baptismal certificate or other documentary evidence, such as an insurance policy at least one year old, or an old family Bible record, or a passport, or a doctor's statement of age, or parents' affidavit, or school record, If no such documentary evidence is available, fill out the affidavit on the reverse side of this form (or following page) in accordance with instructions. This evidence will be returned to you, or your employer, when the certificate is issued.

Date_____ _____
(Signature of Minor Applicant)

TO BE FILLED OUT BY EMPLOYER:

I intend to employ the above named minor to work as_____
(Occupation-give exact duties)
in_____ at a wage of$_____ per hour, for_____ hours per week.
(Inudstry of Employer)
He will be employed_____ days per week, from_____ A.M. to_____ P.M. with
_____ hours off for lunch or rest period.

Period to be employed (check item that applies):

Full time ☐ Before and after school ☐ During vacation ☐

_____
(Signature of Employer)

Date_____ _____
(Address of Employer)

Complete only one application per minor--no duplicate copy necessary.

In the event no documentary proof of age as specified on the other side of this application is available, the following affidavit must be executed. This affidavit must be properly notarized.

The Applicant,_____, being first duly sworn, deposes and says that_____he is the person named in the statement on the other side of this application, that_____he has read the same and knows the contents thereof; that the same is true of h_____own knowledge.

Subscribed and sworn before me this_____day of _____, 19_____.

_____
Notary Public for Montana

AGRICULTURE AND CHILD LABOR[1]

1. Do the child-labor requirements of the Fair Labor Standards Act apply to agriculture?

Yes. They apply generally to farmers whose crops or products go either directly or indirectly into interstate or foreign commerce. For example, tomato growers who send their tomatoes to a cannery within the same State are covered if the canned tomato product made from their tomatoes goes out of the State.

2. What are these requirements?

Farmers may not employ children under 16 years of age in agriculture during school hours.

Farmers must also keep certain records required by regulations under the act regarding the minors they employ.

These requirements apply to the employment of migratory children as well as local resident children, but not to the employment of a farmer's own children by the farmer on his farm.

3. What is meant by "during school hours?"

During school hours means the hours when the school for the school district where the child is living while employed is in session.

"School hours for the school district where such employee is living while he is employed" do not apply in the spring to a child from another school district if the school he last attended has closed for the school year. However, local school attendance laws may require that these children attend school even if the school they last attended in another district is closed.

4. How can a farmer be sure that the school the child last attended is closed?

A written statement signed by the school official of the school the child last attended would constitute satisfactory evidence. This statement should contain the name of the child, the name and address of the school, the date the school closed for the current year and the date the statement was signed. Employment before May 15 should be avoided.

5. How old must a child be to work on a farm outside school hours?

This act sets no minimum age for employment in agriculture before or after school hours on any school day, or at any time on school holidays, and during summer vacations.

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[1] Agriculture and the Child Labor, Bul. 102, U. S. Department of Labor, Wage and Hour Contracts Division, Washington D. C. October, 1962 pp. 4.

6. How can a farmer be sure that the young person he intends to hire during school hours is at least 16 years of age?

A certificate of age, while not required will protect the farmer if it shows the young person to be at least 16 years of age, and if it has been issued by U. S. Dept. of Labor or an accepted State system.

7. Where can such a certificate be obtained?

In most States the farmer should have the young person apply for a certificate to the official who issues employment and age certificates under the State child labor laws. This is usually a local school official, but in some States it is a representative of the State Labor, welfare, or educational department.

8. May a farmer's own children help him do agricultural work during school hours insofar as this law is concerned?

Yes, if they are not in fact employed by someone else. However, the school attendance laws in most States require children under 16 to attend school.

9. What records must be kept by farmers for minors working on their farms?

Every farmer employing minors in agriculture (other than a parent or a person standing in the place of a parent employing his own child or a child in his custody) must keep records containing the following items for every such minor under 18 years of age who works on any day when school is in session for the school district where the minor is living while so employed.

(a) Name in full.

(b) Place where minor lives while employed. If minor's permanent home address is different, give both addresses.

(c) Date of birth.

10. Is a farmer in violation of the Federal law if the under-age children working on his farm were not hired by him personally?

A farmer is responsible for every underage child working on his farm. This includes children hired either individually or as a part of a family group by labor contractors, processors, or others.

11. What are the penalties for violation of the child-labor requirements of the Fair Labor Standards Act?

The act provides, in case of willful violation, a fine up to $10,000. For a second offense, committed after conviction for a similar offense, a fine of not more than $10,000 or imprisonment of not more than 6 months, or both, may be imposed.

12. What other Federal laws affect the employment of children in agriculture?

The Sugar Act of 1948 contains certain provisions with which producers engaged in the production and harvesting of sugar beets or sugar cane

must comply to obtain maximum benefit payments. These provisions include a minimum age of 14 years for employment and a maximum 8-hour day for children between 14 and 16 years of age. Members of the immediate family of the legal owner of at least 40 percent of the crop at the time the work is performed are exempt from these provisions. The 16-year minimum age set by the Fair Labor Stadards Act would, however, apply to children who work on sugar beets or sugar cane during school hours unless they are the farmer's own children.

INSTRUCTOR AND STUDENT RECORDS OF OCCUPATIONAL EXPERIENCE PROGRAMS

Certain records are essential for any sound educational program. The need for the maintenance of adequate records is especially improtant in co-operative occupational experience programs. It is also important that a re-porting system be developed that will keep local and state officials appraised

Instructor Records

It is recommended that the teacher-coordinator keep the following records:

1. A permanent record for each student enrolled.
2. Employers; ratings of students.
3. Visitation reports.
4. Copies of individual training plan.
5. Copies of individual training agreement.
6. Completed student records.
7. Evaluation forms.

Student Records

It is essential for students to keep a record of hours worked and wages earned. The publication entitled Records of Supervised Occupational Experience and Training in Vocational Agriculture published by the French-Bray Printing Company is designed so that it is applicable to students enrolled in cooperative occupational experience programs. Some teacher-coordinators may wish to construct their own individual record system. This would include a form for the weekly record of the students' activities and a form which records the hours worked and wages received by students during the training period.

Vocational Agriculture Department _____ High School
Form X

WEEKLY ON-THE-JOB EXPERIENCE RECORD

Student _____ Week Number _____ (Date)

Occupation _____ Employer _____

Work Schedule

	M	T	W	Th	F	S
From						
To						

Date	Total Hours Hours	Min	Type of Work Done	On-the-job Instruction Received
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Total hours worked this week			Total hours worked to date _____ Total salary this week $_____ Total salary to date $_____	

COMMENTS:

Vocational Agriculture Department _____ High School

TEACHER COORDINATOR'S VISITATION RECORD

Training Center _____ Official Contact _____

Trainee _____ Date _____

Time of Visit _____ Visit Number _____

Points to Observe	Comments
1. Conditions surrounding the establishment	
2. Attitude of workers toward teacher-coordinator and trainee	
3. Specific operations in which trainee is engaged	
4. Immediate related subject matter needed	
5. Personal appearance of the trainee	
6. Apparent interest of trainee in work	
7. Apparent interest or employer in trainee	
8. On-the-job instruction being given	
9. Other comments	

_____
(signed)

Vocational Agriculture Department _____ High School
Form ____

EMPLOYER'S REPORT ON STUDENT-LEARNER

Please fill out the following before _____
(Date)

Name of Student-Learner _____ For _____ Six Weeks

Instructions: Mark with an X in proper column

	Excellent	Good	Fair	Poor
Dependable				
Prompt				
Follow Instructions				
Keeps Busy				
Takes Care of Equipment				
Practices Safety				
Accepts Responsibility				
Works with Others				
Accepts Criticism				
Has Job Confidence				
Learns New Work Easily				
Personal Appearance*				
Ambition				
Making Satisfactory Progress				

Additional Remarks:

* Of Utmost Importance

_____
(Signed)

_____
(Title)

COOPERATING WITH OTHER GROUPS OR AGENCIES IN DEVELOPING COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAMS

The development of cooperative occupational experience programs in vocational agriculture demands the close cooperation of prospective employees, state and national trade associations, organized labor and governmental agencies. It is especially important to have the cooperation of the various vocational education services.

Cooperating with Employers and Their Organizations

Most employers and the trade associations with which they are affiliated are anxious to secure better trained workers. They can be of great assistance in helping initiate and guide programs that include cooperative occupational experience. The teacher-coordinator should make every effort to inform employers of the program and solicite their help and cooperation. Without the cooperation of employers, one cannot expect to secure adequate training stations. Also, if employers have been involved in the program and have cooperated with the school, the possibility of their placing students in permanent positions when they have completed the course is greatly enhanced.

Organized Labor

Many of the students may be placed in training stations that have organized unions. In some cases, students may become members of unions and substitute in part the training and experience received in school for apprenticeship. The vocational agriculture teacher-coordinator should be familiar with the various unions in the community and the requirements for admission into the relevant unions. It is imperative that the cooperation of the unions be secured if students are to be placed in training stations with organized unions or if students are to be permanently employed in occupations which are unionized.

Governmental Agencies

Numerous governmental agencies have an effect upon cooperative occupational experience programs. For instance, some are concerned with employment of young workers, wages, hours, and factors affecting working conditions. Some occupations require licenses and care must be taken to insure that student learners or graduates of the program will qualify for licensing. Cooperation with the State Employment Service can be very beneficial. This agency can be of help in securing permanent positions for graduates, in testing and counseling students, and in giving guidance and direction to the program.

POLICIES CONCERNING OCCUPATIONAL EDUCATION

A written Local Policy Statement is crucial to success in administering an off-farm agricultural occupational education program. Many existing programs have some type of written policy concerning the total program, but the specific policies dealing with occupational experience, particularly those in off-farm agricultural occupations, are quite limited. It should be understood that these policies are a part of those governing the total vocational agriculture program, which in turn is a part of the total school policy.

NEED AND VALUE OF LOCAL POLICIES

Past experiences have shown that the time and effort spent in the development of local policies pay big dividends. Some of the specific advantages of a written local policy statement are:

1. It maintains operational stability--policy does not change when there is an administrative or board membership change.
2. It provides a sense of security to all those involved in the program.
3. It provides for more efficient use of time, money, and effort in the administration of the program.
4. It facilitates decision-making.
5. It minimizes inconsistency in decisions by different administrative agents on similar problems.
6. It provides a basis for evaluation.
7. Makes known the intent of the school board toward the program.

The following points should be kept in mind when developing local policies for cooperative occupational experience in off-farm agricultural occupations.

1. Policies should meet the minimum standards specified in the state plan. (This applies to such areas as length of classroom instruction, length of training period, size of classes, etc.)
2. Policies should be in compliance with existing school policies.
3. Policies should comply with local, state, and federal labor regulations. (This is of extreme importance concerning working hours, age of students, wages, standards of supervision, and provisions for student safety and liability.)

4. Policies should be developed cooperatively by the teacher, administrator, the Consulting Committee, and school board.

5. Final approval of all policies must be made by the Board of Education. Make sure there is written evidence of the official board action (board minutes, special resolution, etc.)

6. Copies of the approved policies should be made available to those affected by the program.

WHAT TO INCLUDE

The following items should be considered when developing local policies or procedures:

Time Provided for On-The-Job Instruction: Policies and procedures in this area deal with the amount of school time provided for on-the-job instruction and the total number of hours per week students spend in the training station. Students employed in occupations governed by the U. S. Fair Labor Standards Act may spend as many hours at the training station as approved, providing these hours, plus the hours spent in regular classes in school do not exceed 40 hours per week. Students employed in occupations which do not fall under the jurisdiction of state and local labor laws. If these restrictions are stricter, they take precedence over the Fair Labor Standards Act.

If possible, some amount of school time should be provided for on-the-job instruction at the training station. The amount of time provided will vary with the situation. If adequate experience can be gained after school hours and during the summer, no school time needs to be provided. However, it appears for most occupations, some amount of regular school time (generally) one to three hours) should be available.

Age of Students Enrolled: Since most students will be employed in occupations with established minimum age limits, definite policies and procedures concerning the age limit of students to be enrolled should be developed. In most states, the legal employment age is 16, and most schools set this as a minimum age. Certain jobs directly related to farm work have lower limits in most states, and in some cases exceptions are made in farm related occupations.

Selection Standards for Students: Careful selection of students is a must because of the specialized nature of the instruction, and the direct involvement of the school, represented by the student, with the community, represented by the employer. Employers desire students with certain attributes and skills. Unless the student interested in preparing for an occupation has the ability and aptitude for it, the time of the teacher, employer, and student will be wasted. Policies and procedures dealing with qualifications of students and selection procedures are essential.

Student Wages: Experience has shown that students should be paid for their work on the job at about the same rate as other employees of the same age and/or experience. Many students will be working in occupations governed by mini-

mum wage laws, however, local policies should be developed to insure that all students enrolled in the program will be compensated for their work.

Length of Training Period: The total hours spent on the job and the length of the training period needed will vary considerably with the type of occupation. Some occupations may require 12 to 18 months of on-the-job experience totaling well over 1000 hours, while others may develop the needed proficiency in three months' time with under 500 hours of actual on-the-job experience. Local policies should reflect the standards needed to adequately prepare students in the occupations for which training is provided.

Responsibility for Student Safety and Liability: Students enrolled in cooperative work experience programs are involved in experiences and activities not generally associated with regular high school students. For this reason, definite policies should be developed spelling out specific responsibilities and liabilities of all those involved for items such as travel to the training station, and working after school hours.

Student Training Plans: The value of written training plans for each student is quite apparent. Written policies or procedures should be developed to guide the development of these plans in regard to, when to develop, what to include, and who shall receive them.

Length of Classroom Instruction Periods: The policies or procedures should reflect the standards required to adequately offer the related instruction necessary to progress in the occupations for which training is offered.

Content of Related Classroom Instruction: Policies and procedures developed in this area should deal with the methods to be used to insure that both instruction basic to all students, and specific instruction applicable to the individual student's job is provided.

Minimum and Maximum Size of Classes: The type of instruction offered in courses providing training in off-farm agricultural occupations differs from that provided in regular academic classes. Therefore, local policies should be developed which take the special nature of this type of instruction into account. As a rule, classes should be smaller than the normal academic class. Most teachers prefer a maximum of 15, or in some cases 20 students per class. The minimum class load will normally be governed by existing school policy and the minimum class load eligible for reimbursement.

Facilities and Instructional Materials: Policies and procedures should be developed to insure that the classroom facilities and instructional materials provided are adequate to meet the needs of the program. This would include provisions for items such as satisfactory classroom, office, conference room, budget for classroom equipment, and reference books and material. In some cases policies and procedures can be developed concerning the use of materials and equipment to be furnished by the training stations where students are employed.

Supervision by Employers: The employer plays a definite role in the training of the student. Policies and procedures should be developed that will specify the type of person responsible for on-the-job training, type of instruction to be offered by employers, method of offering instruction, and responsibility for rating students.

Supervision by Teachers: These policies and procedures should reflect the responsibility of the vocational agriculture teacher in regard to his role in supervising the student while at the training station. Items such as time of visits, and working with the employer, should be included.

Time and Travel Allowances for the Teacher: Considerable travel on the part of the teacher is necessary to supervise and coordinate the program adequately. In most cases this will necessitate the arrangement of the teacher's schedule to provide school time for on-the-job supervision and coordination. Policies and procedures should be developed which make provisions for the time the teacher will have available for supervision and coordination, and also the means by which the teacher will be reimbursed for his travel expenses.

Administrative Relationships: To aid in the administration of the program and to enable the teacher to function in the proper administrative framework, policies and procedures should be developed that specify the relationships and responsibilities of those involved. These policies should enable anyone from the superintendent of schools to on-the-job instructors at the training station to determine relationships to other staff and administrative members.

Financing the Program: Policies and procedures in financing should reflect the intent of the school to provide adequate financial support to the program. This would include provisions for yearly expenditures for books and references, equipment, supplies, teachers' travel, and miscellaneous costs associated with the program.

Organizing and Using a Consulting Committee: The value of a consulting committee is well known. Local policies and procedures should be developed which make provisions for organizing and utilizing such a committee. Items such as selection of members, term of appointment, number of meetings, relation to other committees of the school and areas of responsibility may be included.

Others: Policies and procedures in other areas such as conducting community surveys, promotional activities, selection of training stations, assignment of students to training stations, student evaluation, records and reports, student follow-up and program evaluation should also be established.

CONSULTING COMMITTEE

A local consulting committee should be a must in planning and conducting cooperative occupational experience in off-farm agricultural occupations. Few vocational agriculture teachers have the background to conduct as effective training program without the knowledge and assistance that is available from personnel directly associated with these agricultural occupations. Activities may be coordinated effectively through a consulting committee which provides a vital link between the school and the community.

Purposes of a Consulting Committee

In every community, the needs and objectives of the vocational agriculture program will vary. It is the main purpose of an consulting committee to assist the vocational agriculture teacher-coordinator in developing a program that will meet local needs. More specific purposes are:

1. To provide a link between the school and community.
2. To give prestige to the school, community, and vocational program.
3. To give the school an opportunity to explain the objectives of the education program.
4. To bring about a close relationship between management and labor.
5. To provide an opportunity to study the educational needs in the community.
6. To provide a sounding-board for new policies and procedures.
7. To help gain support for the program.

Organizing a Consulting Committee

In schools where an agricultural consulting committee is already established, the existing committee may be utilized to work with the off-farm occupational experience phase of the program. A special committee may need to be appointed with responsibility in this area in some instances.

Schools with no existing consulting committee should organize one to help study the feasibility of offering training in off-farm agricultural occupations.

The following discussion is presented as suggestions to follow in organizing a new consulting committee or reorganizing existing committees so they may be of utmost value in giving guidance and direction to the off-farm cooperative occupational experience phase of the program.

Policy Authorizing Committee

The first step in organizing consulting committees is the adoption by the school board of the policies under which the committee will be set up and operated. Later rules should be adopted by the committee for carrying on its work consistent with board policies.

Qualification of Members

1. Members should be well-known leaders in their particular businesses.

2. They should be genuinely interested in the problems of the school system.

3. They should be representative of management, labor, agriculture, and the general public.

4. They should have the necessary time to devote to committee work.

5. They should possess desirable personal characteristics such as integrity, responsibility, mature thought and action, open-mindedness and constructive attitude.

Size of Committee

A good working committee should consist of approximately five to nine members.

Appointment of Members

Recommendations for membership to the committee should be made by a selection committee which is thoroughly acquainted with the work the consulting committee would do. This committee should consider the above mentioned qualifications and/or other criteria specified by the school board. The approval of committee members should be made by the school board. After the superintendent has informed members of this appointment, the teacher-coordinator should visit them and explain the purpose of the committee and inform them of the date of the first meeting.

Term of Appointment

Members should be appointed for a definite term (usually from one to three years.) It is advantageous to stagger the terms of appointment so that there is always an experienced member on the committee. This also has the distinct advantage of bringing in new members with new ideas and enthusiasm into the committee each year. When the committee is first organized, one-third of the members can be appointed for one year, one-third for two years, and one-third for a full three-year term. A very successful way to determine the length of appointment is to hold a drawing for the various terms after the members have been determined and before their appointment is made. Many boards adopt policies to provide that members cannot be reappointed until after a year's absence from the committee.

Duties and Functions of the Committee

The following list indicates some of the areas in which a consulting committee may be of help in planning and conducting cooperative occupational experience in off-farm agricultural occupations:

1. Locating training stations
2. Determining course content
3. Determining community situations and needs
4. Publicizing and promoting the program
5. Evaluation of the program
6. Developing employment opportunities
7. Providing guidance in wage and hour problems
8. Setting standards for student selection
9. Selection of classroom equipment
10. Setting local training standards
11. Selecting and developing instructional materials
12. Conducting a community business survey
13. Securing resource personnel for classroom instruction
14. Assist in adapting the program to new and changing conditions

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   Agricultural Machinery Service Department Operating Procedures
   Agricultural Machinery Parts Department Operating Procedures
   Metal Fusion and Fabrication Welding
   Mechanical Power Transfer Systems
   Hydraulic Power Transfer Systems
   Adjustment, Maintenance, and Repair of Tillage, Planting, Spraying & Fertilizing Machinery
   Adjustment, Maintenance, and Repair of Crop Harvesting Machinery
   Adjustment, Maintenance, and Repair of Small Gasoline Engines
   Tractor Tune - Up and Maintenance
   Gasoline Tractor Engine Systems
   Diesel Engine Systems
   Tractor Repair
   Agricultural Machinery Assembly and Lubrication
   Organization and Management of Machinery Dealerships

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Human Relations in Agricultural Occupations
Career Opportunities in Agricultural Sales and Service
Orientation to the Supervised Occupational Experience Program
Agricultural Salesmanship
Organizations and Functions of Agricultural Businesses
Business Procedures
Feeds Sales and Service
Crop, Lawn, & Garden Seeds Sales and Service
Fertilizers Sales and Service
Agricultural Chemicals Sales and Service
Petroleum & Petroleum Products Sales and Service
Miscellaneous Agricultural Supplies and Small Equipment Sales and Service

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Exploring Occupational Opportunities in Ornamental Horticulture
Identifying Horticultural Plants
Propagating Horticultural Plants
Growing Horticultural Plants
Recognizing & Controlling Plant Pests
Constructing, Maintaining, & Using Plant Growing Structures
Agricultural Salesmanship
Establishing and Caring For Lawns and Turf
Operating, Repairing, & Maintaining Small Power Equipment
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